

APPENDIX V – 135

## ELA Curriculum Map for Grade 11 CR Mexican American Literature

<p><b>READING FOCUS: INFORMATION</b> <b>WRITING FOCUS: INFORMATIVE/EXPLANATORY</b></p>	<p><b>UNIFYING CONCEPT: THE PROCESS OF IDENTITY FORMATION</b> <b>UNIT TITLE: ORAL TRADITIONS, FOLKLORE &amp; NARRATIVES</b></p>	<p><b>QUARTER</b> <b>1</b></p>
<p><b>ENDURING UNDERSTANDING:</b> Literature reflects cultural values from personal perspectives.</p>		
<p><b>ESSENTIAL QUESTIONS:</b> How do literary works reflect, question, contest, and even reimagine cultural values and beliefs? How do cultural values form and shape our personal stories? In turn, how do our personal lived experiences shape our cultural values and beliefs? How do writers convey cultural traditions and their role in identity formation? How does identify formation shift and transform over time?</p>		
<p><b>HIGHLY-LEVERAGED STANDARDS:<sup>1</sup></b></p> <p><b>RI 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI 5:</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>RI 8:</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p><b>W 2:</b> Write informational/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> <p><b>W 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> <p><b>RL 5:</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL 9:</b> Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>L 1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol> <p><b>L 2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol> <p><b>SL 1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> </ol> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <b>SL.2:</b> Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>SL 2:</b> Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>		

## **ELA Curriculum Map for Grade 11 CR Mexican American Literature**

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AZCCRS	ANTI-BIAS FRAMEWORK ANCHOR STANDARDS	QUARTER 1: SELECTED READINGS OF COMPLEX TEXTS
<p><b>Constant:</b> RL1, 10 RI 10 W 4, 6, 10 SL 1, 2, 6 L 6</p>	<p><b>Identity 1</b> - Students will develop positive social identities based on their membership in multiple groups in society.</p> <p><b>Identity 2</b> - Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple social groups.</p> <p><b>Diversity 6</b> – Students will express comfort with people who are both similar to and different from themselves and engage respectfully with all people.</p> <p><b>Justice 15</b> – Students will identify figures groups, events and a variety of strategies and philosophies relevant t the history of social justice around the world.</p> <p>**Teaching Tolerance’s Anti-Bias Framework <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>ADOPTED ANTHOLOGY:</b> <i>Elements of Literature, American Literature, The Language of Literature</i></p> <p><b>EXTENDED TEXTS:</b> <i>Mama’s Santos: An Arizona Life</i>, Carmen Duarte <i>Bless Me, Ultima</i>: Rudolfo Anaya</p> <p><b>SUPPLEMENTARY TEXTS &amp; MEDIA:</b></p> <ul style="list-style-type: none"> <li>• “La Llorona: Our Lady of Deformities” by Ramón Garcia</li> <li>• “It Was A Silvery Night” by Tomas Rivera</li> <li>• <i>The Legend of La Llorona</i> by Rudolfo Anaya</li> <li>• “What La Llorona Knew” by Stella Pope Duarte</li> <li>• “La Llorona, El Kookoóee and Sexuality” by Rudolfo Anaya</li> <li>• “Young Goodman Brown” by Nathaniel Hawthorn</li> <li>• Images of the Virgen de Guadalupe by Yolanda M. López <a href="http://www.chicano.ucla.edu/files/LopezGuide.pdf">http://www.chicano.ucla.edu/files/LopezGuide.pdf</a></li> <li>• TEDTalk with Author Chimamanda Adichie <a href="http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story">http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story</a></li> <li>• Interview with author Duarte: <a href="http://www.youtube.com/watch?v=fCkbeK-96j8">http://www.youtube.com/watch?v=fCkbeK-96j8</a></li> <li>• Mesoamerican writing systems: <a href="http://www.ancientscripts.com/ma_ws.html">http://www.ancientscripts.com/ma_ws.html</a></li> <li>• Song “La Llorona,” Freddy Duran: <a href="http://www.youtube.com/watch?v=pvB_bxTcfol">http://www.youtube.com/watch?v=pvB_bxTcfol</a></li> </ul>
<p><b>Assessment Examples &amp; Guides</b></p>	<p><b>Summative Assessment:</b> An explanatory essay describing the cultural values reflected by a character from the works read this quarter.</p> <p><b>Formative Assessments:</b> Short, weekly writing responses to open-ended prompts; summaries; a reading log with reflections and vocabulary notes; responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Explanatory Essay Rubric:</b> <a href="http://www.azed.gov/assessment/files/2015/04/grade-6-11-informative-explanatory-writing-rubric-azmerit1.pdf">http://www.azed.gov/assessment/files/2015/04/grade-6-11-informative-explanatory-writing-rubric-azmerit1.pdf</a></p> <p><b>Writing Guides:</b> <a href="http://www.azed.gov/assessment/files/2015/01/grade-9-11-informative-explanatory-writing-guide-azmeritv2.pdf">http://www.azed.gov/assessment/files/2015/01/grade-9-11-informative-explanatory-writing-guide-azmeritv2.pdf</a></p> <p><b>Performance Level Descriptors</b> <a href="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>	
<p><b>Instructional Resources</b></p>	<p>DOK Levels: <a href="http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf">http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf</a></p> <p>DOK Stems: <a href="http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf">http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf</a></p> <p>Hess’s Matrix: <a href="http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf">http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf</a></p> <p>Socratic Seminar <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p>Free Master Teacher Lesson Plans <a href="http://betterlesson.com/">http://betterlesson.com/</a> (Requires a log in)</p>	

## ELA Curriculum Map for Grade 11 CR Mexican American Literature

<b>READING FOCUS: LITERATURE</b> <b>WRITING FOCUS: ARGUMENTATIVE</b>	<b>UNIFYING CONCEPT: RESILIENCE DESPITE ADVERSITY</b> <b>UNIT TITLE: THE CHICANA/O RENAISSANCE</b>	<b>QUARTER</b> <b>2</b>
<b>ENDURING UNDERSTANDING:</b> The reader's interaction with text can lead to self-discovery.		
<b>ESSENTIAL QUESTIONS:</b> What can we learn about ourselves by reading about other people's lives? What can we infer from the readings about the author's intent and personal experiences? How are complex social issues of inequity depicted in the readings? In what ways do the characters depict overcoming challenges and social inequities? How do their choices, actions, and beliefs point towards their resilience and transformations?		
<b>HIGHLY-LEVERAGED STANDARDS:<sup>1</sup></b> <b>RL 1:</b> Analyze and evaluate strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain and how they could be clarified. <b>RL 2:</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>RL 4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) <b>RL.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) <b>W 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <b>11.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> <li>Apply <i>grades 11–12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</li> </ol> Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]"). <b>RI.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <b>RI.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i> ). <b>RI.7</b> Integrate & evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol> <b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol> <b>SL.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <b>SL.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		

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<p><b>Constant:</b> RL 10 RI 1,10 W 4,5,6,10 SL 1,2,6 L 1,2,6</p>	<p><b>Identity 1</b> - Students will develop positive social identities based on their membership in multiple groups in society.</p> <p><b>Identity 2</b> - Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple social groups.</p> <p><b>Diversity 6</b> – Students will express comfort with people who are both similar to and different from themselves and engage respectfully with all people.</p> <p><b>Justice 15</b> – Students will identify figures groups, events and a variety of strategies and philosophies relevant t the history of social justice around the world.</p> <p>**Teaching Tolerance’s Anti-Bias Framework <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>ADOPTED ANTHOLOGY:</b> <i>Elements of Literature, American Literature, The Language of Literature</i></p> <p><b>EXTENDED TEXTS:</b> <i>Tequila Worm, Violeta Canales</i> <i>Always Running, Luis Rodriguez</i> <i>Zoot Suit, Luis Valdez</i> “I Am Joaquín,” Rodolfo Gonzales</p> <p><b>SUPPLEMENTARY TEXTS &amp; MEDIA:</b></p> <ul style="list-style-type: none"> <li>• <i>Original Sin</i>: Anthony Quinn</li> <li>• “The Bloody Spot” by George Alvarez</li> <li>• “La Adelita,” traditional ballad</li> <li>• “Desamor,” Rosario Castellanos</li> <li>• “Sonnet 30,” William Shakespeare</li> <li>• “Coming Into Language,” Jimmy Santiago Baca <a href="https://pen.org/coming-language-0">https://pen.org/coming-language-0</a></li> <li>• “The Ballad of Gregorio Cortez” <a href="http://www.youtube.com/watch?v=YlrP2IR58es">http://www.youtube.com/watch?v=YlrP2IR58es</a></li> <li>• “El Hoyo,” Mario Suárez</li> <li>• <i>La Bamba</i> (1987 DVD)</li> <li>• Luis J. Rodriguez TedTalk: <a href="https://www.youtube.com/watch?v=G6ZEZBD-1fM">https://www.youtube.com/watch?v=G6ZEZBD-1fM</a></li> </ul>
<p><b>Assessment Examples &amp; Guides</b></p>	<p><b>Summative Assessment:</b> An argumentative essay— In a well developed essay, in which you analyze the sources read this quarter, make an argument against or in favor of profiling people based on their racial, ethnic, and gendered characteristics? Provide evidence from the readings and life experiences.</p> <p><b>Formative Assessments:</b> Short, weekly writing responses to open-ended prompts; summaries; a reading log with reflections and vocabulary notes; responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Argumentative Essay Rubric:</b> <a href="https://www.azed.gov/assessment/files/2015/01/grade-6-11-argumentative-writing-rubric-azmerit.pdf">https://www.azed.gov/assessment/files/2015/01/grade-6-11-argumentative-writing-rubric-azmerit.pdf</a></p> <p><b>Writing Guide:</b> <a href="http://www.azed.gov/assessment/files/2015/01/grade-9-11-argumentative-writing-guide-azmeritv2.pdf">http://www.azed.gov/assessment/files/2015/01/grade-9-11-argumentative-writing-guide-azmeritv2.pdf</a></p> <p><b>Performance Level Descriptors</b> <a href="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>	
<p><b>Instructional Resources</b></p>	<p>DOK Levels: <a href="http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf">http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf</a></p> <p>DOK Stems: <a href="http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf">http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf</a></p> <p>Hess’s Matrix: <a href="http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf">http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf</a></p> <p>Socratic Seminar <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p>Free Master Teacher Lesson Plans <a href="http://betterlesson.com/">http://betterlesson.com/</a> (Requires a log in)</p>	

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<b>READING FOCUS: INFORMATIONAL</b> <b>WRITING FOCUS: INFORMATIVE/EXPLANATORY</b>	<b>UNIFYING CONCEPT: TRAGEDY AND RESTORATION</b> <b>UNIT TITLE: FAMILY AND KINSHIP</b>	<b>QUARTER</b> <b>3</b>
<b>ENDURING UNDERSTANDING:</b> Literature helps people to construct a meaning for their lives.		
<b>ESSENTIAL QUESTION:</b> In what ways do authors associate family with the meaning of life? How are the authors depicting what it means to be a family? How are they challenging, contesting, and re-imagining families in complex dynamics? How do the attitudes of the speakers and characters in the texts reveal their sense of community and belonging? How are family dynamics different for characters based on their gender roles and expected gender norms?		
<b>HIGHLY-LEVERAGED STANDARDS:<sup>1</sup></b> <b>RI 3:</b> Evaluate the effect of the presentation of a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <b>RI 6:</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. <b>RI 8:</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). <b>RL 3:</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>RL 6:</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>W 2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> <b>W 7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <b>W 8:</b> Gather relevant information from multiple authoritative print and digital sources; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source; and follow a standard format for citation. <b>RL 3:</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>RL 6:</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>L 3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <b>SL 5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest		



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AZCCRS	ANTI-BIAS FRAMEWORK ANCHOR STANDARDS	QUARTER 3: SELECTED READINGS OF COMPLEX TEXTS
<p><b>Constant:</b> RL 1,10 RI 1,10 W 4, 5, 6, 10 SL 1, 2, 6 L 1, 2, 6</p>	<p><b>Identity 1</b> - Students will develop positive social identities based on their membership in multiple groups in society.....</p> <p><b>Identity 2</b> - Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple social groups.</p> <p><b>Diversity 6</b> – Students will express comfort with people who are both similar to and different from themselves and engage respectfully with all people.</p> <p><b>Justice 15</b> – Students will identify figures groups, events and a variety of strategies and philosophies relevant t the history of social justice around the world.</p> <p>**Teaching Tolerance’s Anti-Bias Framework <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>ADOPTED ANTHOLOGY:</b> <i>Elements of Literature, American Literature, The Language of Literature</i></p> <p><b>EXTENDED TEXTS:</b> <i>Mexican Whiteboy</i>, Matt De La Peña <i>Let Their Spirits Dance</i>, Stella Pope Duarte <i>Enrique’s Journey</i> Sonia Nazario</p> <p><b>SUPPLEMENTARY TEXTS &amp; MEDIA:</b></p> <ul style="list-style-type: none"> <li>• “Carmen’s Song” and “Blackjack,” Alicia Gaspar de Alba</li> <li>• “Burning House Poems,” Anne Bradstreet &amp; Jimmy Santiago Baca</li> <li>• “A Marriage of Mutes,” Ana Castillo</li> <li>• “Perras,” Sandra Cisneros</li> <li>• “Building a Mountain” and “Cutting Away,” David Rice</li> <li>• “ ‘Mexican’ Is Not a Noun,” Francisco Alarcón</li> <li>• Who is Dayani Cristal? (2013 DVD Documentary)</li> <li>• Clips from the film <i>Mi Familia</i> (1995 DVD) <a href="http://whoisdayanicristal.com/">http://whoisdayanicristal.com/</a></li> <li>• Enrique’s Journey Web cite: <a href="http://www.enriquesjourney.com/educators-students/high-school/">http://www.enriquesjourney.com/educators-students/high-school/</a></li> </ul>
<p><b>Assessment Examples &amp; Guides</b></p>	<p><b>Summative Assessment:</b> An explanatory essay comparing the way families are depicted in two of the works read this quart</p> <p><b>Formative Assessments:</b> Short, weekly writing responses to open-ended prompts; summaries; a reading log with reflections and vocabulary notes; responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Explanatory Essay Rubric:</b> <a href="http://www.azed.gov/assessment/files/2015/04/grade-6-11-informative-explanatory-writing-rubric-azmerit1.pdf">http://www.azed.gov/assessment/files/2015/04/grade-6-11-informative-explanatory-writing-rubric-azmerit1.pdf</a></p> <p><b>Writing Guides:</b> <a href="http://www.azed.gov/assessment/files/2015/01/grade-9-11-informative-explanatory-writing-guide-azmeritv2.pdf">http://www.azed.gov/assessment/files/2015/01/grade-9-11-informative-explanatory-writing-guide-azmeritv2.pdf</a></p> <p><b>Performance Level Descriptors</b> <a href="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>	
<p><b>Instructional Resources</b></p>	<p>DOK Levels: <a href="http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf">http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf</a></p> <p>DOK Stems: <a href="http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf">http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf</a></p> <p>Hess’s Matrix: <a href="http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf">http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf</a></p> <p>Socratic Seminar <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p>Free Master Teacher Lesson Plans <a href="http://betterlesson.com/">http://betterlesson.com/</a> (Requires a log in)</p>	

## ELA Curriculum Map for Grade 11 CR Mexican American Literature

<b>READING FOCUS: LITERARY</b> <b>WRITING FOCUS: NARRATIVE</b>	<b>UNIFYING CONCEPT: ADVOCATING POLITICAL AND SOCIAL CHANGE</b> <b>UNIT TITLE: FATE AND CHOICE</b>	<b>QUARTER</b> <b>4</b>
<b>ENDURING UNDERSTANDING:</b> Although nonfiction authors present factual information about real people, places, and events, they may shape the information according to purpose and viewpoint.		
<b>ESSENTIAL QUESTION:</b> How does an author’s purpose for writing a text shape the information he or she presents? How do their choices in diction, tone, and details contribute to the work as a whole? In what ways do the authors advocate for social justice? How do the authors use plot and narrative devices to depict historical events in compelling ways?		
<b>HIGHLY-LEVERAGED STANDARDS:<sup>1</sup></b> <b>RL 3:</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where the story is set, how the action is ordered, how the characters are introduced and developed). <b>RL 5:</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <b>RL 7:</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) <b>W 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> <b>W 6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>W 8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <b>RI 5:</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. <b>RI 7:</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <b>SL 3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>		

## ELA Curriculum Map for Grade 11 CR Mexican American Literature

AZCCRS	ANTI-BIAS FRAMEWORK ANCHOR STANDARDS	QUARTER 4: SELECTED READINGS OF COMPLEX TEXTS
<p><b>Constant:</b> RL 1,10 RI 1,10 W 4,5,6,10 SL 1,2,6 L 1,2,6</p>	<p><b>Identity 1</b> - Students will develop positive social identities based on their membership in multiple groups in society.</p> <p><b>Identity 2</b> - Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple social groups.</p> <p><b>Diversity 6</b> – Students will express comfort with people who are both similar to and different from themselves and engage respectfully with all people.</p> <p><b>Justice 15</b> – Students will identify figures groups, events and a variety of strategies and philosophies relevant t the history of social justice around the world.</p> <p>**Teaching Tolerance’s Anti-Bias Framework <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>ADOPTED ANTHOLOGY:</b> <i>Elements of Literature, American Literature, The Language of Literature</i></p> <p><b>EXTENDED TEXTS:</b> <i>The Devil’s Highway, Luis Alberto Urrea</i> <i>Burro Genius, Victor Villaseñor</i></p> <p><b>SUPPLEMENTARY TEXTS &amp; MEDIA:</b></p> <ul style="list-style-type: none"> <li>• “The Irish Orphan Abduction,” Margaret Regan</li> <li>• “Immigrants,” Pat Mora</li> <li>• “Red Wagons,” Ana Castillo</li> <li>• Crossing Borders by Sergio Troncosco</li> <li>• <i>Lone Star</i> (1996 DVD)</li> <li>• <i>Siete Soles</i> (2008 DVD)</li> <li>• NPR interview of Sergio Troncoso, author of <i>Crossing Borders: Personal Essays</i>. <a href="http://www.npr.org/2014/03/24/293673948/troncoso-family-finds-success-on-u-s-side-of-border-with-mexico">http://www.npr.org/2014/03/24/293673948/troncoso-family-finds-success-on-u-s-side-of-border-with-mexico</a></li> <li>• Pima County Migrant Death Data Base: <a href="https://radio.azpm.org/p/kuaz-featured/2013/5/6/24193-pima-county-unveils-migrant-death-database/">https://radio.azpm.org/p/kuaz-featured/2013/5/6/24193-pima-county-unveils-migrant-death-database/</a></li> <li>• Devils Highway Interview: <a href="https://www.youtube.com/watch?v=kt9vCGPbuLI">https://www.youtube.com/watch?v=kt9vCGPbuLI</a></li> <li>• Luis Alberto Urrea TED Talk: <a href="https://www.google.com/webhp?sourceid=chrome-instant&amp;ion=1&amp;espv=2&amp;ie=UTF-8&amp;safe=active&amp;ssui=on#q=Luis+Urrea+ted+talk&amp;safe=active&amp;ssui=on">https://www.google.com/webhp?sourceid=chrome-instant&amp;ion=1&amp;espv=2&amp;ie=UTF-8&amp;safe=active&amp;ssui=on#q=Luis+Urrea+ted+talk&amp;safe=active&amp;ssui=on</a></li> </ul>
<p><b>Assessment Examples &amp; Guides</b></p>	<p><b>Summative Assessment:</b> A narrative essay— Relating to one of the selections read this quarter, students will write about a personal experience describing how their experience was governed primarily by fate or primarily by individual choice.</p> <p><b>Formative Assessments:</b> Short, weekly writing responses to open-ended prompts; summaries; a reading log with reflections and vocabulary notes; responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Narrative Essay Rubric:</b> <a href="http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf">http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf</a></p> <p><b>Writing Guide:</b> <a href="http://www.azed.gov/assessment/files/2015/01/grade-9-11-argumentative-writing-guide-azmeritv2.pdf">http://www.azed.gov/assessment/files/2015/01/grade-9-11-argumentative-writing-guide-azmeritv2.pdf</a></p> <p><b>Performance Level Descriptors</b> <a href="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>	
<p><b>Instructional Resources</b></p>	<p>DOK Levels: <a href="http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf">http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf</a></p> <p>DOK Stems: <a href="http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf">http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf</a></p> <p>Hess’s Matrix: <a href="http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf">http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf</a></p> <p>Socratic Seminar <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p>Free Master Teacher Lesson Plans <a href="http://betterlesson.com/">http://betterlesson.com/</a> (Requires a log in)</p>	

## ELA Curriculum Map for Grade 12 CRC Mexican American Literature

<b>READING FOCUS: LITERARY</b> <b>WRITING FOCUS: INFORMATIVE/EXPLANATORY</b>	<b>UNIFYING CONCEPT: HEROES/HEROINES IN LITERATURE</b> <b>UNIT TITLE: GENDER ROLES &amp; FEMINISM</b>	<b>QUARTER</b> <b style="text-align: center;">1</b>
<b>ENDURING UNDERSTANDING:</b> Literature can reinforce or challenge stereotypical gender roles.		
<b>ESSENTIAL QUESTIONS:</b> How do literary texts depict the ways in which cultural stereotypes can influence the behavior of characters? How do authors reinforce or challenge cultural stereotypes? What role does culture play in perpetuating stereotypical gender roles? What is the impact of gender roles on creating role models in a society? How are gender roles contested, challenged, and resisted through characters and plots?		
<b>HIGHLY-LEVERAGED STANDARDS:<sup>1</sup></b> <b>RL 1:</b> Analyze and evaluate strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain and how they could be clarified. <b>RL 2:</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>RL 7:</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) <b>RL 9:</b> Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. <b>W 2:</b> Write informational/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <b>W 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) <b>W 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</li> <li>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</li> </ul> <b>RI 2:</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <b>RI 7:</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul> <b>SL 3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <b>SL 4:</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		

ELA Curriculum Map for Grade 12 CRC Mexican American Literature

AZCCRS	ANTI-BIAS FRAMEWORK ANCHOR STANDARDS	QUARTER 1: SELECTED READINGS OF COMPLEX TEXTS
<p><b>Constant:</b> RL 9,10 RI 1,10 W 4,5,6,10 SL 2,6 L 2,6</p>	<p><b>Identity 1</b> - Students will develop positive social identities based on their membership in multiple groups in society.</p> <p><b>Identity 2</b> - Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple social groups.</p> <p><b>Diversity 6</b> – Students will express comfort with people who are both similar to and different from themselves and engage respectfully with all people.</p> <p><b>Justice 15</b> – Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p>**Teaching Tolerance’s Anti-Bias Framework <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>ADOPTED ANTHOLOGIES:</b> <i>Elements of Literature and Language of Literature</i></p> <p><b>EXTENDED TEXTS:</b> <i>Woman Hollering Creek</i>, Sandra Cisneros <i>Rain of Gold</i>, (Excerpts From) Victor Villaseñor. <i>Women Who Live in Coffee Shops</i> Stella Pope Duarte <i>Into The beautiful North</i> Luis Alberto Urrea</p> <p><b>SUPPLEMENTARY TEXTS &amp; MEDIA:</b></p> <ul style="list-style-type: none"> <li>• “La conciencia de mestiza: Towards New Consciousness,” Anzaldúa</li> <li>• “You Men Who Fault Women” by Sor Juana Inez de la Cruz</li> <li>• “To His Coy Mistress” by Andrew Marvel</li> <li>• “Wyoming Crossing Thoughts,” Ana Castillo</li> <li>• “I Danced with the Prettiest Girl,” Dagoberto Gilb</li> <li>• “Sonnet 20,” William Shakespeare</li> <li>• “An Examination of Traditional Gender Roles...,” K. Schmitz and S. Diefenthaler <a href="https://www.uwlax.edu/urc/JUR-online/PDF/1998/Schmitz_and_Diefenthaler.pdf">https://www.uwlax.edu/urc/JUR-online/PDF/1998/Schmitz_and_Diefenthaler.pdf</a></li> <li>• <i>Walkout</i> (select scenes from film)</li> <li>• <i>Real Women Have Curves</i> (select scenes from film)</li> <li>• “A Review of M. Guttman’s ‘The Meaning of Macho,’” D. Cohem <a href="http://www.h-net.org/reviews/showrev.php?id=2229">http://www.h-net.org/reviews/showrev.php?id=2229</a></li> </ul>
<p><b>Assessment Examples &amp; Guides</b></p>	<p><b>Summative:</b> Students will write an explanatory essay in response to the following prompt: Citing textual evidence and paying close attention to details, tone, word choice and other literary devices, discuss the cultural and gender stereotypes that appear in one of the literary selections explored this quarter.</p> <p><b>Formative:</b> Post Secondary Entrance/ Scholarship Essay</p> <p>Short weekly writing responses to open-ended prompts, summaries, a reading log with reflections and vocabulary notes, responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Informative Essay Rubric</b> <a href="http://www.azed.gov/assessment/files/2015/04/grade-6-11-informative-explanatory-writing-rubric-azmerit1.pdf">http://www.azed.gov/assessment/files/2015/04/grade-6-11-informative-explanatory-writing-rubric-azmerit1.pdf</a></p> <p><b>Writing Guides</b> <a href="http://www.azed.gov/assessment/files/2015/01/grade-9-11-informative-explanatory-writing-guide-azmeritv2.pdf">http://www.azed.gov/assessment/files/2015/01/grade-9-11-informative-explanatory-writing-guide-azmeritv2.pdf</a></p> <p><b>Performance Level Descriptors</b> <a href="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>	
<p><b>Instructional Resources:</b></p>	<p>DOK Levels <a href="http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf">http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf</a></p> <p>DOK Stems <a href="http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf">http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf</a></p> <p>Hess’s Matrix <a href="http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf">http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf</a></p> <p>Socratic Seminar <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p>Free Master Teacher Lesson Plans <a href="http://betterlesson.com/">http://betterlesson.com/</a> (Requires a log in)</p>	

## ELA Curriculum Map for Grade 12 CRC Mexican American Literature

<b>READING FOCUS: INFORMATIONAL</b> <b>WRITING FOCUS: ARGUMENTATIVE</b>	<b>UNIFYING CONCEPT: CHALLENGES OF HUMAN NATURE</b> <b>UNIT TITLE: LANGUAGE AND IDENTITY</b>	<b>QUARTER</b> <b style="text-align: center;">2</b>
<b>ENDURING UNDERSTANDING:</b> The power and status of particular languages and dialects change over time.		
<b>ESSENTIAL QUESTIONS:</b> Standard English has historically had the most power and status in the U.S. In fact, the hegemonic power of English as been used to silence bilingual communities including Mexican-Americans, Native-Americans and Afro-Americans. How to the authors discuss issues connected to use of Spanish, including power, prestige and language loss? How do the authors make explicit connections between language and identity? How do the stories complicate notions of bilingualism, standard English, code-switching, immigration, and family histories?		
<b>HIGHLY-LEVERAGED STANDARDS:<sup>1</sup></b>		
<p><b>RI 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI 4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p> <p><b>RI 5:</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>RL 4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>RL 5:</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>W 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>W 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.</p> <p><b>SL 1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol> <p><b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>		

ELA Curriculum Map for Grade 12 CRC Mexican American Literature

AZCCRS	ANTI-BIAS FRAMEWORK ANCHOR STANDARDS	QUARTER 2: SELECTED READINGS OF COMPLEX TEXTS
<p><b>Constant:</b> RL 1,10 RI 10 W 5,6,10 SL 6 L 2,6</p>	<p><b>Identity 1</b> - Students will develop positive social identities based on their membership in multiple groups in society.</p> <p><b>Identity 2</b> - Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple social groups.</p> <p><b>Diversity 6</b> – Students will express comfort with people who are both similar to and different from themselves and engage respectfully with all people.</p> <p><b>Justice 15</b> – Students will identify figures groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p>**Teaching Tolerance’s Anti-Bias Framework <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>ADOPTED ANTHOLOGIES:</b> <i>Elements of Literature and Language of Literature</i></p> <p><b>EXTENDED TEXTS:</b> <i>Drink Cultura</i>, José Antonio Burciaga <i>Hunger of Memory</i>, Richard Rodríguez <i>The Tempest</i>, William Shakespeare</p> <p><b>SUPPLEMENTARY TEXTS &amp; MEDIA:</b></p> <ul style="list-style-type: none"> <li>• “Johnwannabechicano,” Michele Serros (poem)</li> <li>• “How to Tame a Wild Tongue,” Gloria Anzaldúa</li> <li>• “Right in One Language,” Carmen Tafolla</li> <li>• “Immigration—and the Curse of the Black Legend,” Tony Horwitz (article)</li> <li>• “The Browning of America,” Suzy Hansen (interview of author Richard Rodriguez)</li> <li>• “English Con Salsa” by Gina Valdés (poem)</li> <li>• “The Somebody” Danny Santiago</li> <li>• “Poem for the Young White Man...” – Lorna Dee Cervantes</li> <li>• “Talking with Mi Gente,” Carmen Fought (PBS reprint from <i>Language Magazine</i>) <a href="http://www.pbs.org/speak/seatosea/americanvarieties/chicano/">http://www.pbs.org/speak/seatosea/americanvarieties/chicano/</a></li> <li>• The Best of Cultural Clash (video): <a href="https://www.youtube.com/watch?v=SjYKgQOYJJo">https://www.youtube.com/watch?v=SjYKgQOYJJo</a></li> </ul>
<p><b>Assessment Examples &amp; Guides</b></p>	<p><b>Summative:</b> Students will write an argumentative essay in response to the following prompt: In world literature, it is common for authors to use linguistic devices such as code-switching to contextualizing characters and settings. For example, French phrases are common in US canonical and classic texts. When authors make choices to not pply use standard English but include non-standard English words or phrases from other languages, what role does it play in developing their stories and do you believe that it enriches or devalues English and the overall narrative plot?</p> <p><b>Formative:</b> Short weekly writing responses to open-ended prompts, summaries, a reading log with reflections and vocabulary notes, responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Argumentative Essay Rubric:</b> <a href="https://www.azed.gov/assessment/files/2015/01/grade-6-11-argumentative-writing-rubric-azmerit.pdf">https://www.azed.gov/assessment/files/2015/01/grade-6-11-argumentative-writing-rubric-azmerit.pdf</a></p> <p><b>Writing Guide:</b> <a href="http://www.azed.gov/assessment/files/2015/01/grade-9-11-argumentative-writing-guide-azmeritv2.pdf">http://www.azed.gov/assessment/files/2015/01/grade-9-11-argumentative-writing-guide-azmeritv2.pdf</a></p> <p><b>Performance Level Descriptors</b> <a href="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>	
<p><b>Instructional Resources:</b></p>	<p>DOK Levels <a href="http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf">http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf</a></p> <p>DOK Stems <a href="http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf">http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf</a></p> <p>Hess’s Matrix <a href="http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf">http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf</a></p> <p>Socratic Seminar <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p>Free Master Teacher Lesson Plans <a href="http://betterlesson.com/">http://betterlesson.com/</a> (Requires a log in)</p>	

ELA Curriculum Map for Grade 12 CRC Mexican American Literature

<b>READING FOCUS: INFORMATIONAL</b> <b>WRITING FOCUS: ARGUMENTATIVE</b>	<b>UNIFYING CONCEPT: WHAT IT MEANS TO BE HUMAN</b> <b>UNIT TITLE: CRIME &amp; JUSTICE</b>	<b>QUARTER</b> <b>3</b>
<b>ENDURING UNDERSTANDING:</b> Readers tend to favor a particular genre.		
<b>ESSENTIAL QUESTIONS:</b> How have Mexican American authors written about criminal justice issues in fiction and non-fiction to reflect the experiences and histories of Mexican American communities? How do these authors use literary devices to narrate about unequal social structures such as a racism and poverty? How do these stories contextualize characters within their historical contexts? How do the authors complicate other factors such as immigration, incarceration, and violence against women and connect them to narratives about communities?		
<b>HIGHLY-LEVERAGED STANDARDS:<sup>1</sup></b> <b>RI 3:</b> Evaluate the effect of the presentation of a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <b>RI 6:</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. <b>RI 7:</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <b>RI 8:</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). <b>RI 9:</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. <b>W 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <b>W 7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <b>W 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> <li>Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</li> </ol> <b>RL 6:</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>L 3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <b>SL 5:</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)		



ELA Curriculum Map for Grade 12 CRC Mexican American Literature

AZCCRS	ANTI-BIAS FRAMEWORK ANCHOR STANDARDS	QUARTER 3: SELECTED READINGS OF COMPLEX TEXTS
<p><b>Constant:</b>            RL 1,10            RI 1,10            W 4, 5, 6, 10            SL 1, 2, 6            L 1, 2, 6</p>	<p><b>Identity 1</b> - Students will develop positive social identities based on their membership in multiple groups in society.</p> <p><b>Identity 2</b> - Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple social groups.</p> <p><b>Diversity 6</b> – Students will express comfort with people who are both similar to and different from themselves, and engage respectfully with all people.</p> <p><b>Justice 15</b> – Students will identify figures groups, events and a variety of strategies and philosophies relevant t the history of social justice around the world.</p> <p>**Teaching Tolerance’s Anti-Bias Framework  <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>ADOPTED ANTHOLOGIES:</b>  <i>Elements of Literature and Language of Literature</i></p> <p><b>EXTENDED TEXTS:</b>  <i>Zia Summer</i>, Rudolfo Anaya  <i>Two Badges: The Lives of Mona Ruiz</i>, Mona Ruiz  <i>Desert Blood: The Juarez Murders</i> by Alicia Gaspar de Alba</p> <p><b>SUPPLEMENTARY TEXTS &amp; MEDIA:</b></p> <ul style="list-style-type: none"> <li>• <i>The Ballad of Rocky Ruiz</i>, Manuel Ramos (excerpts from the novel)</li> <li>• “The Murders in the Rue Morgue,” Edgar Allen Poe</li> <li>• “The Development of Detective Fiction” (handout)</li> <li>• “Random Thoughts About Detective Fiction,” Manuel Ramos  <a href="http://labloga.blogspot.com/2014/12/random-thoughts-about-detective-fiction.html">http://labloga.blogspot.com/2014/12/random-thoughts-about-detective-fiction.html</a></li> <li>• “Chapter 1,” from <i>The Ballad of Gato Guerrero</i> by Manuel Ramos</li> <li>• Interview with Molly Malloy: “Story of the Juarez Femicides a Myth”  <a href="http://www.texasobserver.org/qa-molly-molloy-story-juarez-femicides-myth/">http://www.texasobserver.org/qa-molly-molloy-story-juarez-femicides-myth/</a></li> </ul>
<p><b>Assessment Examples &amp; Guides</b></p>	<p><b>Summative:</b> Students will write an argumentative essay in response to the following prompt: How do the stories and texts from this quarter fit within the social movements of today? Provide a justification using examples from the texts.</p> <p><b>Formative:</b> Short weekly writing responses to open-ended prompts, summaries, a reading log with reflections and vocabulary notes, responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Argumentative Essay Rubric:</b> <a href="https://www.azed.gov/assessment/files/2015/01/grade-6-11-argumentative-writing-rubric-azmerit.pdf">https://www.azed.gov/assessment/files/2015/01/grade-6-11-argumentative-writing-rubric-azmerit.pdf</a></p> <p><b>Writing Guide:</b> <a href="http://www.azed.gov/assessment/files/2015/01/grade-9-11-argumentative-writing-guide-azmeritv2.pdf">http://www.azed.gov/assessment/files/2015/01/grade-9-11-argumentative-writing-guide-azmeritv2.pdf</a></p> <p><b>Performance Level Descriptors</b> <a href="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>	
<p><b>Instructional Resources:</b></p>	<p>DOK Levels <a href="http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf">http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf</a></p> <p>DOK Stems <a href="http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf">http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf</a></p> <p>Hess’s Matrix <a href="http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf">http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf</a></p> <p>Socratic Seminar <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p>Free Master Teacher Lesson Plans <a href="http://betterlesson.com/">http://betterlesson.com/</a> (Requires a log in)</p>	

ELA Curriculum Map for Grade 12 CRC Mexican American Literature

<p><b>READING FOCUS: INFORMATIONAL</b> <b>WRITING FOCUS: NARRATIVE</b></p>	<p><b>UNIFYING CONCEPT: SOCIAL VISIONS</b> <b>UNIT TITLE: THE AMERICAN DREAM</b></p>	<p><b>QUARTER</b> <b>4</b></p>
<p><b>ENDURING UNDERSTANDING:</b> American literature often describes the work Americans do as they reach for the American Dream.</p>		
<p><b>ESSENTIAL QUESTIONS:</b> The myth of the American Dream is closely tied to the ideas of working hard. How do various author narrate the American Dream? How is the American Dream shaped particular contexts, generations, and historical moments? How do authors use their character’s jobs and their work ethic to reveal the characters’ values and dreams? What details provide evidence into how choices and circumstances complicate characters relationships to the American Dream?</p>		
<p><b>HIGHLY-LEVERAGED STANDARDS:<sup>1</sup></b></p> <p><b>RL 3:</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where the story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL 4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>RL 5:</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL 6:</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>W 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ol> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W 6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>W 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> <p><b>W 8:</b> Gather relevant information from multiple authoritative print &amp; digital sources, using advanced searches effectively; assess the strengths &amp; limitations of each source in terms of the task, purpose, and audience; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>L 2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing: a.) Observe hyphenation conventions; b.) Spell correctly</p> <p><b>L 3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p><b>SL 3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>SL 4:</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>SL 5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>		

ELA Curriculum Map for Grade 12 CRC Mexican American Literature

AZCCRS	ANTI-BIAS FRAMEWORK ANCHOR STANDARDS	QUARTER 4: SELECTED READINGS OF COMPLEX TEXTS
<p><b>Constant:</b> RL 1,10 RI 1,10 W 4, 5,10 SL 1, 2, 6 L 1, 6</p>	<p><b>Identity 1</b> - Students will develop positive social identities based on their membership in multiple groups in society.</p> <p><b>Identity 2</b> - Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple social groups.</p> <p><b>Diversity 6</b> – Students will express comfort with people who are both similar to and different from themselves, and engage respectfully with all people.</p> <p><b>Justice 15</b> – Students will identify figures groups, events and a variety of strategies and philosophies relevant t the history of social justice around the world.</p> <p>**Teaching Tolerance’s Anti-Bias Framework <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>ADOPTED ANTHOLOGIES</b> <i>Elements of Literature and Language of Literature</i></p> <p><b>EXTENDED TEXTS:</b> <i>Dr. Q: My Journey from Migrant Farm Worker to Brain Surgeon</i>, A. Quiñones-Hinojosa <i>The Concrete River</i>, L. Rodriguez</p> <p><b>SUPPLEMENTARY TEXTS &amp; MEDIA:</b></p> <ul style="list-style-type: none"> <li>• “Los Vendidos” by Luis Valdez</li> <li>• “Annie Says,” Michele Serros</li> <li>• “The U.S. Constitution and Right to Work Laws”</li> <li>• “The Shop,” Jimmy Santiago Baca</li> <li>• “Promised Lands,” Tino Villanueva</li> <li>• “Work: #2 (Tolerance),” Jack López</li> </ul>
<p><b>Assessment Examples &amp; Guides</b></p>	<p><b>Summative:</b> Students will write a narrative essay in response to the following prompt: Based on the works you have read in this class and your own life experiences, what does the American Dream mean to you and your family? How is the American Dream complicated for Mexican Americans given the inequitable social structures they have faced throughout history?</p> <p><b>Formative:</b> Short weekly writing responses to open-ended prompts, summaries, a reading log with reflections and vocabulary notes, responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Narrative Essay Rubric:</b> <a href="http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf">http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf</a></p> <p><b>Writing Guide:</b> <a href="https://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf">https://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf</a></p> <p><b>Performance Level Descriptors</b> <a href="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>	
<p><b>Instructional Resources:</b></p>	<p>DOK Levels <a href="http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf">http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf</a></p> <p>DOK Stems <a href="http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf">http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf</a></p> <p>Hess’s Matrix <a href="http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf">http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf</a></p> <p>Socratic Seminar <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p>Free Master Teacher Lesson Plans <a href="http://betterlesson.com/">http://betterlesson.com/</a> (Requires a log in)</p>	

READING FOCUS: LITERARY	UNIFYING CONCEPT: HEROES/HEROINES IN LITERATURE	QUARTER
WRITING FOCUS: INFORMATIVE/EXPLANATORY	UNIT TITLE: GENDER ROLES & FEMINISM	1
<p><b>ENDURING UNDERSTANDING:</b> Literature can reinforce or challenge stereotypical gender roles.</p>		
<p><b>ESSENTIAL QUESTIONS:</b> How do literary texts depict the ways in which cultural stereotypes can influence the behavior of characters? How do authors reinforce or challenge cultural stereotypes? What role does cultural play in perpetuating stereotypical gender roles? What is the impact of gender roles on creating role models in a society? How are gender roles contested, challenged, and resisted through characters and plots?</p>		

## ELA Curriculum Map for Grade 12 CRC Mexican American Literature

**HIGHLY-LEVERAGED STANDARDS:<sup>1</sup>**

**RL 1:** Analyze and evaluate strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain and how they could be clarified.

**RL 2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL 7:** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**RL 9:** Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**W 2:** Write informational/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

**W 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

**RI 2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI 7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**L 5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

c. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

d. Analyze nuances in the meaning of words with similar denotations.

**SL 3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SL 4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

ELA Curriculum Map for Grade 12 CRC Mexican American Literature

AZCCRS	ANTI-BIAS FRAMEWORK ANCHOR STANDARDS	QUARTER 1: SELECTED READINGS OF COMPLEX TEXTS
<p><b>Constant:</b> RL 9,10 RI 1,10 W 4,5,6,10 SL 2,6 L 2,6</p>	<p><b>Identity 1</b> - Students will develop positive social identities based on their membership in multiple groups in society.</p> <p><b>Identity 2</b> - Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple social groups.</p> <p><b>Diversity 6</b> – Students will express comfort with people who are both similar to and different from themselves and engage respectfully with all people.</p> <p><b>Justice 15</b> – Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p>**Teaching Tolerance’s Anti-Bias Framework <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>ADOPTED ANTHOLOGIES:</b> <i>Elements of Literature and Language of Literature</i></p> <p><b>EXTENDED TEXTS:</b> <i>Woman Hollering Creek</i>, Sandra Cisneros <i>Rain of Gold</i>, (Excerpts From) Victor Villaseñor. <i>Women Who Live in Coffee Shops</i> Stella Pope Duarte <i>Into The beautiful North</i> Luis Alberto Urrea</p> <p><b>SUPPLEMENTARY TEXTS &amp; MEDIA:</b></p> <ul style="list-style-type: none"> <li>• “La conciencia de mestiza: Towards New Consciousness,” Anzaldúa</li> <li>• “You Men Who Fault Women” by Sor Juana Inez de la Cruz</li> <li>• “To His Coy Mistress” by Andrew Marvel</li> <li>• “Wyoming Crossing Thoughts,” Ana Castillo</li> <li>• “I Danced with the Prettiest Girl,” Dagoberto Gilb</li> <li>• “Sonnet 20,” William Shakespeare</li> <li>• “An Examination of Traditional Gender Roles...,” K. Schmitz and S. Diefenthaler <a href="https://www.uwlax.edu/urc/JUR-online/PDF/1998/Schmitz_and_Diefenthaler.pdf">https://www.uwlax.edu/urc/JUR-online/PDF/1998/Schmitz_and_Diefenthaler.pdf</a></li> <li>• <i>Walkout</i> (select scenes from film)</li> <li>• <i>Real Women Have Curves</i> (select scenes from film)</li> <li>• “A Review of M. Guttman’s ‘The Meaning of Macho,’” D. Cohem <a href="http://www.h-net.org/reviews/showrev.php?id=2229">http://www.h-net.org/reviews/showrev.php?id=2229</a></li> </ul>
<p><b>Assessment Examples &amp; Guides</b></p>	<p><b>Summative:</b> Students will write an explanatory essay in response to the following prompt: Citing textual evidence and paying close attention to details, tone, word choice and other literary devices, discuss the cultural and gender stereotypes that appear in one of the literary selections explored this quarter.</p> <p><b>Formative:</b> Post Secondary Entrance/ Scholarship Essay</p> <p>Short weekly writing responses to open-ended prompts, summaries, a reading log with reflections and vocabulary notes, responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Informative Essay Rubric</b> <a href="http://www.azed.gov/assessment/files/2015/04/grade-6-11-informative-explanatory-writing-rubric-azmerit1.pdf">http://www.azed.gov/assessment/files/2015/04/grade-6-11-informative-explanatory-writing-rubric-azmerit1.pdf</a></p> <p><b>Writing Guides</b> <a href="http://www.azed.gov/assessment/files/2015/01/grade-9-11-informative-explanatory-writing-guide-azmeritv2.pdf">http://www.azed.gov/assessment/files/2015/01/grade-9-11-informative-explanatory-writing-guide-azmeritv2.pdf</a></p> <p><b>Performance Level Descriptors</b> <a href="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>	
<p><b>Instructional Resources:</b></p>	<p>DOK Levels <a href="http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf">http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf</a></p> <p>DOK Stems <a href="http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf">http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf</a></p> <p>Hess’s Matrix <a href="http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf">http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf</a></p> <p>Socratic Seminar <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p>Free Master Teacher Lesson Plans <a href="http://betterlesson.com/">http://betterlesson.com/</a> (Requires a log in)</p>	

ELA Curriculum Map for Grade 12 CRC Mexican American Literature

<b>READING FOCUS: INFORMATIONAL</b> <b>WRITING FOCUS: ARGUMENTATIVE</b>	<b>UNIFYING CONCEPT: CHALLENGES OF HUMAN NATURE</b> <b>UNIT TITLE: LANGUAGE AND IDENTITY</b>	<b>QUARTER</b> <b>2</b>
<b>ENDURING UNDERSTANDING:</b> The power and status of particular languages and dialects change over time.		
<b>ESSENTIAL QUESTIONS:</b> Standard English has historically had the most power and status in the U.S. In fact, the hegemonic power of English as been used to silence bilingual communities including Mexican-Americans, Native-Americans and Afro-Americans. How to the authors discuss issues connected to use of Spanish, including power, prestige and language loss? How do the authors make explicit connections between language and identity? How do the stories complicate notions of bilingualism, standard English, code-switching, immigration, and family histories?		
<b>HIGHLY-LEVERAGED STANDARDS:<sup>1</sup></b> <b>RI 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>RI 4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i> ). <b>RI 5:</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. <b>RL 4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) <b>RL 5:</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <b>W 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>f. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>g. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>h. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>j. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <b>W 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. <b>SL 1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>d. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>e. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>f. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul> <b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>d. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>e. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</li> <li>f. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>		

## ELA Curriculum Map for Grade 12 CRC Mexican American Literature

ELA Curriculum Map for Grade 12 CRC Mexican American Literature

AZCCRS	ANTI-BIAS FRAMEWORK ANCHOR STANDARDS	QUARTER 2: SELECTED READINGS OF COMPLEX TEXTS
<p><b>Constant:</b> RL 1,10 RI 10 W 5,6,10 SL 6 L 2,6</p>	<p><b>Identity 1</b> - Students will develop positive social identities based on their membership in multiple groups in society.</p> <p><b>Identity 2</b> - Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple social groups.</p> <p><b>Diversity 6</b> – Students will express comfort with people who are both similar to and different from themselves and engage respectfully with all people.</p> <p><b>Justice 15</b> – Students will identify figures groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p>**Teaching Tolerance’s Anti-Bias Framework <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>ADOPTED ANTHOLOGIES:</b> <i>Elements of Literature and Language of Literature</i></p> <p><b>EXTENDED TEXTS:</b> <i>Drink Cultura</i>, José Antonio Burciaga <i>Hunger of Memory</i>, Richard Rodríguez <i>The Tempest</i>, William Shakespeare</p> <p><b>SUPPLEMENTARY TEXTS &amp; MEDIA:</b></p> <ul style="list-style-type: none"> <li>• “Johnwannabechicano,” Michele Serros (poem)</li> <li>• “How to Tame a Wild Tongue,” Gloria Anzaldúa</li> <li>• “Right in One Language,” Carmen Tafolla</li> <li>• “Immigration—and the Curse of the Black Legend,” Tony Horwitz (article)</li> <li>• “The Browning of America,” Suzy Hansen (interview of author Richard Rodriguez)</li> <li>• “English Con Salsa” by Gina Valdés (poem)</li> <li>• “The Somebody” Danny Santiago</li> <li>• “Poem for the Young White Man...” – Lorna Dee Cervantes</li> <li>• “Talking with Mi Gente,” Carmen Fought (PBS reprint from <i>Language Magazine</i>) <a href="http://www.pbs.org/speak/seatosea/americanvarieties/chicano/">http://www.pbs.org/speak/seatosea/americanvarieties/chicano/</a></li> <li>• The Best of Cultural Clash (video): <a href="https://www.youtube.com/watch?v=SjYKgQOYJJo">https://www.youtube.com/watch?v=SjYKgQOYJJo</a></li> </ul>
<p><b>Assessment Examples &amp; Guides</b></p>	<p><b>Summative:</b> Students will write an argumentative essay in response to the following prompt: In world literature, it is common for authors to use linguistic devices such as code-switching to contextualizing characters and settings. For example, French phrases are common in US canonical and classic texts. When authors make choices to not pny use standard English but include non-standard English words or phrases from other languages, what role does it play in developing their stories and do you believe that it enriches or devalues English and the overall narrative plot?</p> <p><b>Formative:</b> Short weekly writing responses to open-ended prompts, summaries, a reading log with reflections and vocabulary notes, responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Argumentative Essay Rubric:</b> <a href="https://www.azed.gov/assessment/files/2015/01/grade-6-11-argumentative-writing-rubric-azmerit.pdf">https://www.azed.gov/assessment/files/2015/01/grade-6-11-argumentative-writing-rubric-azmerit.pdf</a></p> <p><b>Writing Guide:</b> <a href="http://www.azed.gov/assessment/files/2015/01/grade-9-11-argumentative-writing-guide-azmeritv2.pdf">http://www.azed.gov/assessment/files/2015/01/grade-9-11-argumentative-writing-guide-azmeritv2.pdf</a></p> <p><b>Performance Level Descriptors</b> <a href="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>	
<p><b>Instructional Resources:</b></p>	<p>DOK Levels <a href="http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf">http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf</a></p> <p>DOK Stems <a href="http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf">http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf</a></p> <p>Hess’s Matrix <a href="http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf">http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf</a></p> <p>Socratic Seminar <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p>Free Master Teacher Lesson Plans <a href="http://betterlesson.com/">http://betterlesson.com/</a> (Requires a log in)</p>	



ELA Curriculum Map for Grade 12 CRC Mexican American Literature

<b>READING FOCUS: INFORMATIONAL</b> <b>WRITING FOCUS: ARGUMENTATIVE</b>	<b>UNIFYING CONCEPT: WHAT IT MEANS TO BE HUMAN</b> <b>UNIT TITLE: CRIME &amp; JUSTICE</b>	<b>QUARTER</b> <b>3</b>
<b>ENDURING UNDERSTANDING:</b> Readers tend to favor a particular genre.		
<b>ESSENTIAL QUESTIONS:</b> How have Mexican American authors written about criminal justice issues in fiction and non-fiction to reflect the experiences and histories of Mexican American communities? How do these authors use literary devices to narrate about unequal social structures such as a racism and poverty? How do these stories contextualize characters within their historical contexts? How do the authors complicate other factors such as immigration, incarceration, and violence against women and connect them to narratives about communities?		
<b>HIGHLY-LEVERAGED STANDARDS:<sup>1</sup></b> <b>RI 3:</b> Evaluate the effect of the presentation of a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <b>RI 6:</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. <b>RI 7:</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <b>RI 8:</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). <b>RI 9:</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. <b>W 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>f. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>g. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>h. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>j. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <b>W 7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <b>W 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</li> </ul> <b>RL 6:</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>L 3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <b>SL 5:</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)		

ELA Curriculum Map for Grade 12 CRC Mexican American Literature

AZCCRS	ANTI-BIAS FRAMEWORK ANCHOR STANDARDS	QUARTER 3: SELECTED READINGS OF COMPLEX TEXTS
<p><b>Constant:</b>                      RL 1,10                      RI 1,10                      W 4, 5, 6, 10                      SL 1, 2, 6                      L 1, 2, 6</p>	<p><b>Identity 1</b> - Students will develop positive social identities based on their membership in multiple groups in society.</p> <p><b>Identity 2</b> - Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple social groups.</p> <p><b>Diversity 6</b> – Students will express comfort with people who are both similar to and different from themselves, and engage respectfully with all people.</p> <p><b>Justice 15</b> – Students will identify figures groups, events and a variety of strategies and philosophies relevant t the history of social justice around the world.</p> <p>**Teaching Tolerance’s Anti-Bias Framework  <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>ADOPTED ANTHOLOGIES:</b>  <i>Elements of Literature and Language of Literature</i></p> <p><b>EXTENDED TEXTS:</b>  <i>Zia Summer</i>, Rudolfo Anaya  <i>Two Badges: The Lives of Mona Ruiz</i>, Mona Ruiz  <i>Desert Blood: The Juarez Murders</i> by Alicia Gaspar de Alba</p> <p><b>SUPPLEMENTARY TEXTS &amp; MEDIA:</b></p> <ul style="list-style-type: none"> <li>• <i>The Ballad of Rocky Ruiz</i>, Manuel Ramos (excerpts from the novel)</li> <li>• “The Murders in the Rue Morgue,” Edgar Allen Poe</li> <li>• “The Development of Detective Fiction” (handout)</li> <li>• “Random Thoughts About Detective Fiction,” Manuel Ramos  <a href="http://labloga.blogspot.com/2014/12/random-thoughts-about-detective-fiction.html">http://labloga.blogspot.com/2014/12/random-thoughts-about-detective-fiction.html</a></li> <li>• “Chapter 1,” from <i>The Ballad of Gato Guerrero</i> by Manuel Ramos</li> <li>• Interview with Molly Malloy: “Story of the Juarez Femicides a Myth”  <a href="http://www.texasobserver.org/qa-molly-molloy-story-juarez-femicides-myth/">http://www.texasobserver.org/qa-molly-molloy-story-juarez-femicides-myth/</a></li> </ul>
<p><b>Assessment Examples &amp; Guides</b></p>	<p><b>Summative:</b> Students will write an argumentative essay in response to the following prompt: How do the stories and texts from this quarter fit within the social movements of today? Provide a justification using examples from the texts.</p> <p><b>Formative:</b> Short weekly writing responses to open-ended prompts, summaries, a reading log with reflections and vocabulary notes, responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Argumentative Essay Rubric:</b> <a href="https://www.azed.gov/assessment/files/2015/01/grade-6-11-argumentative-writing-rubric-azmerit.pdf">https://www.azed.gov/assessment/files/2015/01/grade-6-11-argumentative-writing-rubric-azmerit.pdf</a></p> <p><b>Writing Guide:</b> <a href="http://www.azed.gov/assessment/files/2015/01/grade-9-11-argumentative-writing-guide-azmeritv2.pdf">http://www.azed.gov/assessment/files/2015/01/grade-9-11-argumentative-writing-guide-azmeritv2.pdf</a></p> <p><b>Performance Level Descriptors</b> <a href="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>	
<p><b>Instructional Resources:</b></p>	<p>DOK Levels <a href="http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf">http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf</a></p> <p>DOK Stems <a href="http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf">http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf</a></p> <p>Hess’s Matrix <a href="http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf">http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf</a></p> <p>Socratic Seminar <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p>Free Master Teacher Lesson Plans <a href="http://betterlesson.com/">http://betterlesson.com/</a> (Requires a log in)</p>	

ELA Curriculum Map for Grade 12 CRC Mexican American Literature

<p><b>READING FOCUS: INFORMATIONAL</b> <b>WRITING FOCUS: NARRATIVE</b></p>	<p><b>UNIFYING CONCEPT: SOCIAL VISIONS</b> <b>UNIT TITLE: THE AMERICAN DREAM</b></p>	<p><b>QUARTER</b> <b>4</b></p>
<p><b>ENDURING UNDERSTANDING:</b> American literature often describes the work Americans do as they reach for the American Dream.</p>		
<p><b>ESSENTIAL QUESTIONS:</b> The myth of the American Dream is closely tied to the ideas of working hard. How do various author narrate the American Dream? How is the American Dream shaped particular contexts, generations, and historical moments? How do authors use their character’s jobs and their work ethic to reveal the characters’ values and dreams? What details provide evidence into how choices and circumstances complicate characters relationships to the American Dream?</p>		
<p><b>HIGHLY-LEVERAGED STANDARDS:<sup>1</sup></b></p> <p><b>RL 3:</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where the story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL 4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>RL 5:</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>RL 6:</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>W 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>e. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>f. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>g. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>h. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W 6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>W 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>f. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>g. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>h. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>i. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>j. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> <p><b>W 8:</b> Gather relevant information from multiple authoritative print &amp; digital sources, using advanced searches effectively; assess the strengths &amp; limitations of each source in terms of the task, purpose, and audience; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>L 2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing: a.)Observe hyphenation conventions; b.) Spell correctly</p> <p><b>L 3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p><b>SL 3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>SL 4:</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>SL 5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>		

ELA Curriculum Map for Grade 12 CRC Mexican American Literature

AZCCRS	ANTI-BIAS FRAMEWORK ANCHOR STANDARDS	QUARTER 4: SELECTED READINGS OF COMPLEX TEXTS
<p><b>Constant:</b>                      RL 1,10                      RI 1,10                      W 4, 5,10                      SL 1, 2, 6                      L 1, 6</p>	<p><b>Identity 1</b> - Students will develop positive social identities based on their membership in multiple groups in society.</p> <p><b>Identity 2</b> - Students will develop language, historical, and cultural knowledge that affirms and accurately describes their membership in multiple social groups.</p> <p><b>Diversity 6</b> – Students will express comfort with people who are both similar to and different from themselves, and engage respectfully with all people.</p> <p><b>Justice 15</b> – Students will identify figures groups, events and a variety of strategies and philosophies relevant t the history of social justice around the world.</p> <p>**Teaching Tolerance’s Anti-Bias Framework  <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>ADOPTED ANTHOLOGIES</b>  <i>Elements of Literature and Language of Literature</i></p> <p><b>EXTENDED TEXTS:</b>  <i>Dr. Q: My Journey from Migrant Farm Worker to Brain Surgeon</i>, A. Quiñones-Hinojosa  <i>The Concrete River</i>, L. Rodriguez</p> <p><b>SUPPLEMENTARY TEXTS &amp; MEDIA:</b></p> <ul style="list-style-type: none"> <li>• “Los Vendidos” by Luis Valdez</li> <li>• “Annie Says,” Michele Serros</li> <li>• “The U.S. Constitution and Right to Work Laws”</li> <li>• “The Shop,” Jimmy Santiago Baca</li> <li>• “Promised Lands,” Tino Villanueva</li> <li>• “Work: #2 (Tolerance),” Jack López</li> </ul>
<p><b>Assessment Examples &amp; Guides</b></p>	<p><b>Summative:</b> Students will write a narrative essay in response to the following prompt: Based on the works you have read in this class and your own life experiences, what does the American Dream mean to you and your family? How is the American Dream complicated for Mexican Americans given the inequitable social structures they have faced throughout history?</p> <p><b>Formative:</b> Short weekly writing responses to open-ended prompts, summaries, a reading log with reflections and vocabulary notes, responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Narrative Essay Rubric:</b> <a href="http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf">http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf</a></p> <p><b>Writing Guide:</b> <a href="https://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf">https://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf</a></p> <p><b>Performance Level Descriptors</b> <a href="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>	
<p><b>Instructional Resources:</b></p>	<p>DOK Levels <a href="http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf">http://www.azed.gov/assessment/files/2014/11/dok-levels.pdf</a></p> <p>DOK Stems <a href="http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf">http://www.azed.gov/assessment/files/2014/11/dok-question-stems.pdf</a></p> <p>Hess’s Matrix <a href="http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf">http://www.azed.gov/assessment/files/2014/11/hess-matrix.pdf</a></p> <p>Socratic Seminar <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a></p> <p>Free Master Teacher Lesson Plans <a href="http://betterlesson.com/">http://betterlesson.com/</a> (Requires a log in)</p>	